

## Unit 2/Lesson 11

### Lesson Title: Pocahontas Saved the Jamestown Settlers; Fact or Opinion?

**Short Term Goal:** Use information gathered from primary sources to analyze Pocahontas' impact on the lives of the Jamestown settlers.

#### Common Core Standards:

- **CC3RI1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- **CC3RI2** Determine the main idea of a text; recount the key details & explain how they support the main idea.
- **CC3RI5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **CC3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

#### Social Studies:

- **H.6.3.19:** Identify similarities and differences among the American Indians and Pilgrims: housing, clothing, foods, traditions, tools
- **H.6.2.12** Compare past and present means of transportation
- **H.6.2.5** Determine the data to be included on a personal timeline

#### Historical Thinking Skills

- Distinguish between past, present, and future time.
- **Reconstruct the literal meaning of a historical passage** by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

#### Materials:

Pocahontas Painting/ Picture Analysis

Painting of Powhattan People/ Picture Analysis

Pocahontas Narrative

<http://www.youtube.com/watch?v=t1PbOM7mZbo&feature=related>

**Direct Explanation/Model:**

Two Sessions/60 minutes

**What:**

The students will use primary sources to analyze the life Pocahontas lived in her village and the impact she had on the lives of the Jamestown settlers.

**Why:**

The students will see that you must have evidence to support an opinion, such as without the help of Pocahontas the Jamestown settlement might have failed.

**How:**

The instructor will introduce the lesson by telling the students that they will learn about an early group of American people and how they interacted with the European settlers. The time was the 1600's which is after Columbus first arrived in the new world and before George Washington was our president. Have the children discuss their ideas about life for the early American natives. What did they eat, wear, and how did they find food? Tell them that many of the things we say about the past are opinions, based on what we've seen on television and in movies. Sometimes they are true, but many times they are just another person's opinion. Refer to TB page T46 for the lesson on **fact and opinion**. Tell the students that a **fact** is a statement that can be proven true or false. An **opinion** is a statement that tells what someone thinks or feels. The students will work in small groups to analyze paintings of Powhattan life. These paintings are done by people who lived at this time. They will answer the questions that focus on how we can tell the pictures are from the past. How was life different from life today? Each group will share what they learn with the class, while the teacher shows the paintings on the smart board for all to see. The class will work together to create a T-Chart that shows Present and Past.

**First Session:****Guided Practice:**

In groups, students will look at paintings that show Powhattan villages, people fishing, building boats, trading, and cooking their food. The students will notice that these pictures are a community from the past. The people live in primitive homes, they use spears and bows to hunt, and they walked or rode in dugout canoes.

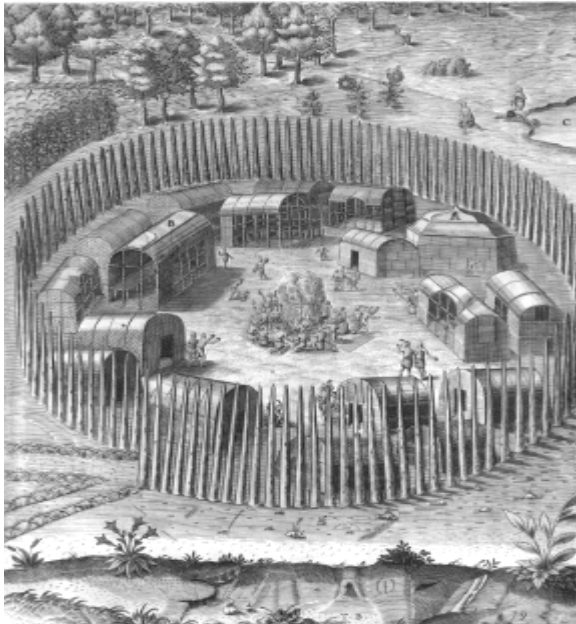
**Apply:**

The students will fill out their own T-Charts with illustrations of Life in the Past and Present in their learning logs.

## **Session Two:**

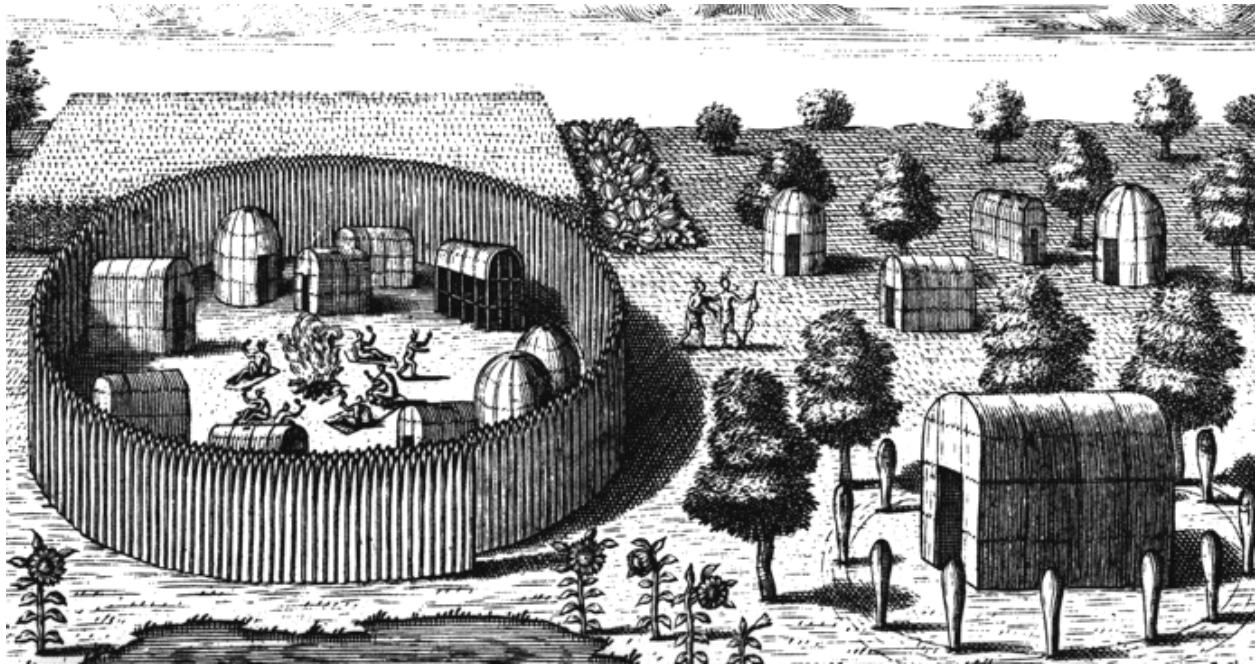
### **Guided Activity:**

Remind the students of the paintings from yesterday. They showed what life was like for the Powhatans. A young girl named Pocahontas was also a Powhatan. Read her narrative to the children. Have the children take notes as you read, listing the things she did to help the settlers. After reading show the painting that shows her dressed in European clothing. Analyze this painting as a group. The students will answer the question; do you think the people of Jamestown would have survived in the new world without her help? Use evidence from the reading and pictures to defend your opinion.

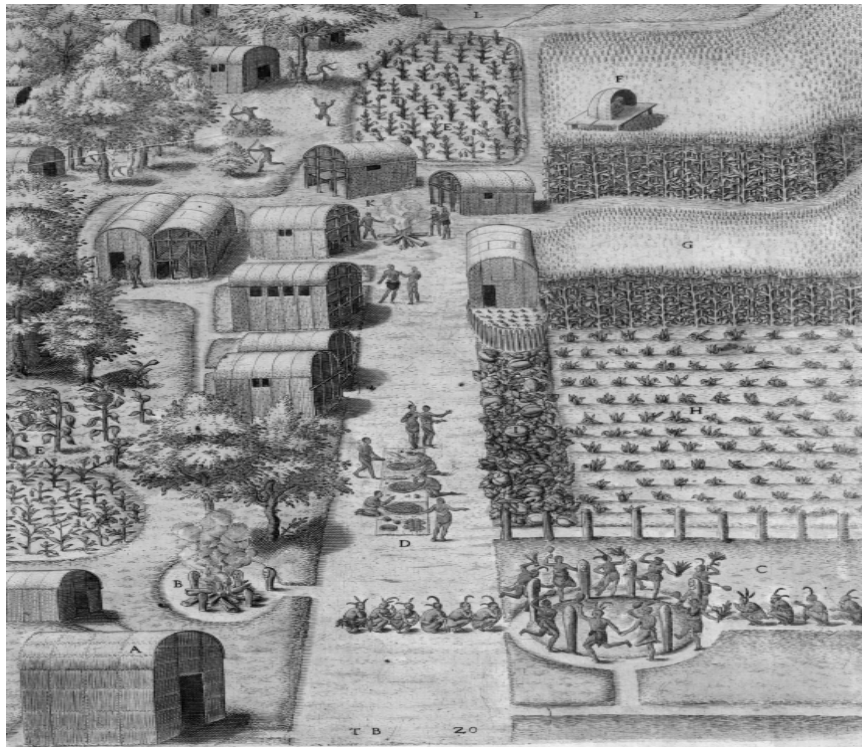


The Town of Pomeiooc

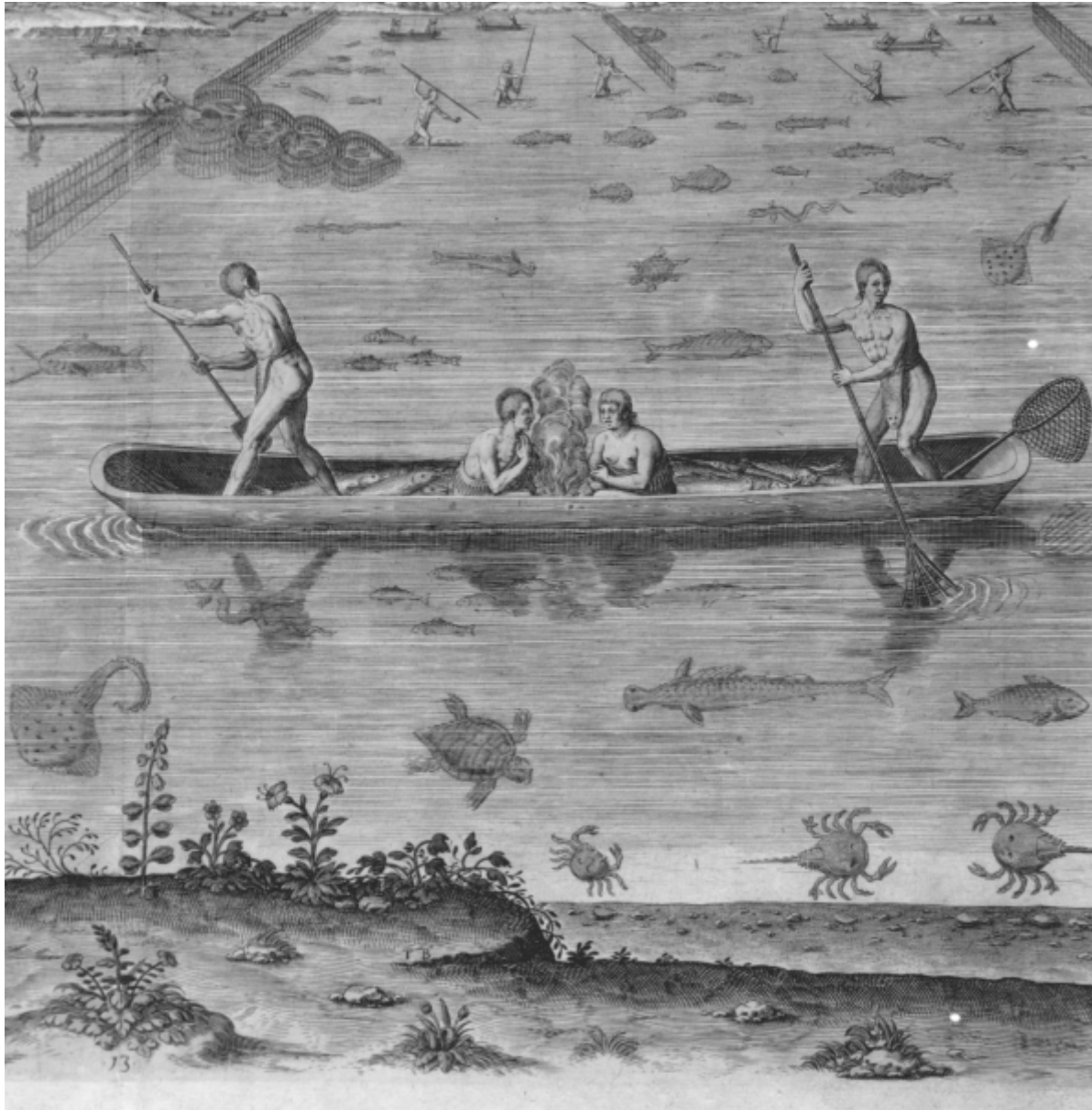
Engraving by Theodor de Bry after drawing by John White  
Jamestown-Yorktown Foundation



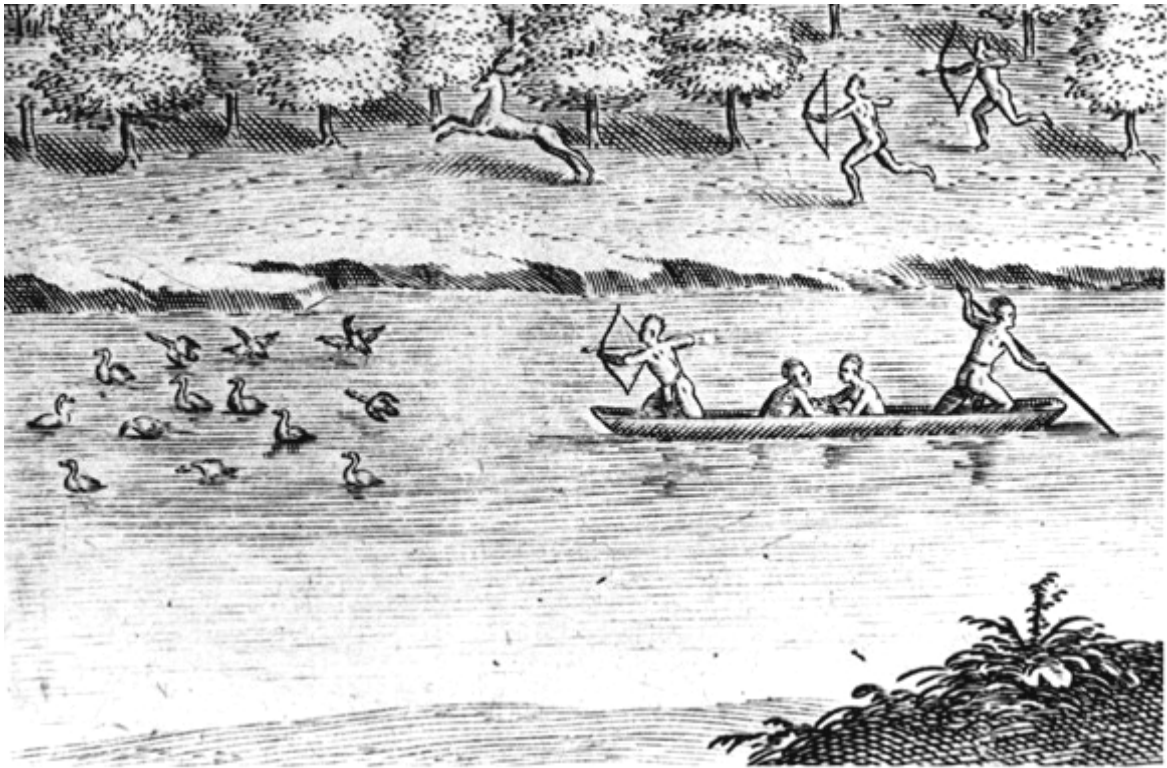
From The History and Present State of Virginia by Robert Beverley  
Jamestown-Yorktown Foundation



The Town of Secota  
Engraving by Theodor de Bry after drawing by John White  
Jamestown-Yorktown Foundation



Their manner of fishing in Virginia  
Engraving by Theodor de Bry after drawing by John White  
Jamestown-Yorktown Foundation



Engraving by Theodor de Bry after drawing by John White  
Jamestown-Yorktown Foundation



The broiling of their fish over the flame  
Engraving by Theodore de Bry after drawing by John White  
Jamestown-Yorktown Foundation





Their manner of making boats  
Engraving by Theodor de Bry after drawing by John White  
Jamestown-Yorktown Foundation

## Powhattan Life

### Painting Analysis

**Study the picture for a few minutes. Describe what you see.**

**People:** \_\_\_\_\_

**Clothing:** \_\_\_\_\_

**Transportation:** \_\_\_\_\_

**Buildings:** \_\_\_\_\_

**Is this picture from the past or present?** \_\_\_\_\_

**How can you tell?** \_\_\_\_\_

	PAST	PRESENT
<b>Ways to Get Food</b>		
<b>Cooking</b>		
<b>Homes</b>		
<b>Clothing</b>		
<b>Transportation</b>		



## Pocahontas Painting Analysis

Study the picture for a few minutes. Describe what you see.

Person: \_\_\_\_\_

How does she look different from her people? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Why do you think she dressed this way? \_\_\_\_\_

\_\_\_\_\_

